

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

English IV

English/Language Arts Crosswalk – Overview:

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12/CCR. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

The emphasis that the Common Core State Standards (CCSS) place on informational texts is directed toward the sum of student reading – not just the reading in ELA setting. “The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.” Literacy in (not mastery of) subjects other than English is expected of students studying under the teaching and learning expectations of the Common Core State Standards (CCSS, 2010). Competency in this expanded view of literacy enriches the student’s communication skills and the audience’s knowledge and appreciation. It is expected that teachers in all subjects will understand and accept that teaching literacy is a shared responsibility.



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“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts” (CCSS).

The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events, or places. In each English course (I – IV) students are required to study U.S. documents “of historical and literary significance” as well as one Shakespearean play. The literature selections provide a vehicle by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year:

The **English I** course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included.

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included.

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELA standards.



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www.corestandards.org

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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Common Core Standards			Current NC Standards Course of Study	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. making inferences, predicting, and drawing conclusions based on text. 	The Common Core State Standard (CCSS) asks students to determine where the text leaves matters uncertain.
		2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. analyzing and evaluating the effects of author's craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 5.01 Explore British literature by: <ul style="list-style-type: none"> recognizing common themes that run through works, using evidence from the texts to substantiate ideas. 4.02 Develop critiques that give an audience: <ul style="list-style-type: none"> an appreciation of how themes relate among texts. 	CCSS has students determine more than one theme and how they build on one another.



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		3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none">analyzing and evaluating the effects of author's craft and style.	



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Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	5.02 Extend engagement with selected works of British literature by: <ul style="list-style-type: none"> applying literary, grammatical, and rhetorical terms of literature. 	CCSS includes the impact of word choice on text emphasizing multiple meanings and engaging language.
		5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	CCSS wants the reader to determine how the stylistic choices of the author provide aesthetic value to the piece of work.
		6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		New expectation in the CCSS.

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Reading Standards for Literature	Integration of Knowledge & Ideas	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		New expectation in CCSS
		8. Not applicable to literature		
		9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		New expectation in CCSS.



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Reading Standards for Literature	Range of Reading & Level of Text Complexity	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus	CCSS refers to the 11-CCR text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.



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Reading Standards for Informational Text	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. making inferences, predicting, and drawing conclusions based on text. 	CCSS requires students to determine where the text does not provide conclusive information.
		2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. 	CCSS requires students to determine more than a single central idea and to understand how they interact.
		3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:	CCSS specifies analyzing a complex set of ideas and requires students to look at how certain elements develop throughout a text.



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			<ul style="list-style-type: none">analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	



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Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	
		5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style 	CCSS requires the student to evaluate the effectiveness of the structure and is more specific.
		6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		New expectation in the CCSS.



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Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to: <ul style="list-style-type: none"> discern significant differences and similarities among texts that propose different ideas related to similar concepts. 3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	
		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. 	CCSS includes identifying false statements as well as determining the validity of the reasoning.
		9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		New expectation in the CCSS.



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Reading Standards for Informational Text	Range of Reading & Level of Text Complexity	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus.	CCSS refers to the 11-CCR text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus	

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Writing	Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section	3.02 Organize and deliver an argument so that an intended audience respects it by: <ul style="list-style-type: none"> wording the claim clearly. specifying reasons in support of the claim that are likely to be convincing. adopting an appropriate tone and stance toward the issue. 	CCSS is very specific with regards to writing an argument emphasizing a complete writing process.



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		that follows from and supports the argument presented.		



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		<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory</p> <ul style="list-style-type: none"> researching experience for relevant principles that relate to themes in literature and life. presenting a thesis, supporting it, and considering alternative perspectives on the topic. adjusting the diction, tone, language, and method of presentation to the audience. <p>4.01 Develop critiques that enable an audience to judge claims and arguments by:</p> <ul style="list-style-type: none"> establishing and applying clear, credible criteria for evaluation. substantiating assessments with reasons and evidence. <p>4.02 Develop critiques that give an audience:</p> <ul style="list-style-type: none"> an appreciation of how themes relate among texts. an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts. an understanding of how more than one critical approach affects interpretation. 	CCSS is more specific with regards to a writing process.



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		f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic.		



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		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>1.01 Compose reflective texts that give the audience:</p> <ul style="list-style-type: none"> • an understanding of complex thoughts and feelings. • a sense of significance (social, political, or philosophical implications). • a sense of encouragement to reflect on his or her own ideas. 	CCSS is very specific with regards to writing a narrative emphasizing a complete writing process



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Writing	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by: <ul style="list-style-type: none"> analyzing the power of standard usage over nonstandard usage in formal settings such as a job interviews, academic presentations, or public speaking events. 	CCSS emphasizes that the style and organization of all writing is appropriate to task, purpose, and audience.
		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by: <ul style="list-style-type: none"> recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs). revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. 	
		6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	CCSS emphasizes the use of Web 2.0 tools when creating writing products.



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Writing	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	CCSS emphasizes synthesizing multiple resources and conducting short as well as sustained research projects.
		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	CCSS is very specific with regards to the use of Web 2.0 tools and how to integrate information effectively and responsibly.
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or		New expectation in the CCSS.



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		topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).		



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Writing	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>1.01 Compose reflective texts</p> <p>2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by:</p> <ul style="list-style-type: none"> researching experience for relevant principles that relate to themes in literature and life. presenting a thesis, supporting it, and considering alternative perspectives on the topic. adjusting the diction, tone, language, and method of presentation to the audience. <p>3.01 Research and define issues of public concern</p> <p>3.02 Organize and deliver an argument so that an intended audience respects it</p> <p>4.01 Develop critiques that enable an audience to judge claims and arguments</p>	CCSS specifies writing routinely and to a variety of tasks, purposes, and audiences.



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Speaking and Listening	Comprehension and Collaboration	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;</p>	<p>3.02 Organize and deliver an argument so that an intended audience respects it by:</p> <ul style="list-style-type: none"> • wording the claim clearly. • specifying reasons in support of the claim that are likely to be convincing. • adopting an appropriate tone and stance toward the issue 	CCSS delineates specifics for effective collaborative discussions.



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		resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> • using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. • specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. 	
		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		New expectation in CCSS.



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Common Core Standards			Current NC Standards Course of Study	
Strand	Cluster	Standard	Objective	Comments
Speaking and Listening	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. 3.02 Organize and deliver an argument so that an intended audience respects it by: <ul style="list-style-type: none"> wording the claim clearly. specifying reasons in support of the claim that are likely to be convincing. adopting an appropriate tone and stance toward the issue. 	
		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3.01 Research and define issues of public concern by: <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	CCSS specifies using Web 2.0 tools in presentations.
		6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	3.02 Organize and deliver an argument so that an intended audience respects it by: <ul style="list-style-type: none"> wording the claim clearly. adopting an appropriate tone and stance toward the issue. 	CCSS requires students to use formal English when appropriate to task, purpose, and audience.



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Language	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately.	CCSS is more specific and requires the student to consult references.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by: <ul style="list-style-type: none"> understanding how to use and apply grammatical, metaphorical, or rhetorical devices. recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs). 6.02 Discern and correct errors in speaking and writing by: editing for correct punctuation, spelling, mechanics, and standard edited American English.	



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Language	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by: <ul style="list-style-type: none">revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres.	The CCSS recognizes that a student's knowledge of language informs writing and comprehension.



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Language	Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. 	CCSS expects students at this grade level to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies.
		<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g.,</p>		New expectation in the CCSS.



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		hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		
		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		New expectation in the CCSS.